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ABSTRACT

The following 13 papers are included in this document: "Enrollment Management through Marketing and Advising" (Hoppin, Grimm); "Matching Institutions to Individual Needs: The Emerging Role of the Consortia" (Miller); "Institutional Ego or Institutional Access" (Ice); "Creating Integrated, Student-Centered Curricula" (Pula); "Creative Collaboration for the Professions: PENN's Program for Fund Raising Professionals" (Robinson); "University/Industry Program for Science Teachers" (Eisenstein); "Strategic Behavior for Continuing Educators: Becoming a Part of the Institutional Agenda" (Long); "Understanding Your Personal Management Style" (Hanson, Cavaliere); "Paths to Power in NUCEA (National University Continuing Education Association): A Regional Approach" (Yumkas); "Preparing Faculty to Teach in Unique Environments: A Panel Discussion" (Huebner, Johnstone, Kirby, Millis); "Working with Traditional Faculty in a Small Liberal Arts College" (Heffner); "Working with Faculty in a Research Institution" (Neustadt); and "Working with Traditional Faculty to Develop Conferences and Institutes" (Holden). (CML)

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NUCEA REGION II

# Issues & Options: Energizing for the Future

Proceedings of the 1988 Annual Conference of Region II, National University Continuing Education Association

Compiled and Edited by

Thomas F. Kowalik
James S. Pula

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# Contents

*Part 1: Administrative Topics*

"Enrollment Management Through Marketing and Advising," by Prue Hoppin and Yvonne Grim . . . . . 7

"Matching Institutions to Individual Needs: The Emerging Role of the Consortia," by Gary E. Miller . . . . . 10

*Part 2: Program Development*

"Institutional Ego or Institutional Access," by Jerry Ice . . . . . 15

"Creating Integrated, Student-Centered Curricula," by James S. Pula . . . . . 20

"Creative Collaboration for the Professions: PENN's Program for Fund Raising Professionals," by F. Bruce Robinson . . . . . 25

"Univeristy/Industry Program for Science Teachers," by Barbara Eisenstein . . . . . 27

*Part 3: Professional Development*

"Strategic Behavior for Continuing Educators: Becoming a Part of the Institutional Agenda," by Norma R. Long . . . . . 31

"Understanding Your Personal Management Style," by J. Robert Hanson and Lorraine A. Cavaliere . . . . . 34

"Paths to Power in NUCEA: A Regional Approach," by Gail B. Yumkas . . . . . 41

*Part 4: Faculty Development*

"Preparing Faculty to Teach in Unique Environments: A Panel Discussion," by Emily Huebner, Sally M. Johnstone, Elizabeth Kirby and Barbara J. Mills . . . . . 44

"Working with Traditional Faculty in a Small Liberal Arts College," by Alan G. Heffner . . . . . 54

"Working with Faculty in a Research Institution," by Mark S. Neustadt . . . . . 56

"Working with Traditional Faculty to Develop Conferences and Institutes," by Carol D. Holden . . . . . 58

Part 1

# Administrative Topics

# Enrollment Management Through Marketing and Advising

by

Prue Hoppin
Yvonne Grimm

The University Programs Advisement Center (UPAC) at The American University is responsible for all marketing and recruiting efforts for part-time graduate students, all local advertising for the university, and for academic advising and registration support for approximately 4,000 non-degree students each year. As the majority of these students are adults, our marketing strategies, recruitment activities, advisement and registration procedures are designed to be attractive and responsive to the concerns/needs of an adult population.

1. Marketing and Recruitment

The marketing and recruitment plan which has been in effect for the past year was developed to attract part-time adult graduate students who live within commuting distance of the university. We knew that most of the students in this category would be working full-time and would be returning to school to earn a degree or to complete courses for career advancement. We assumed that the quality of the education they received would be of considerable importance.

Therefore, "image" ads replaced earlier advertisements which simply listed the degree opportunities available. The image ads focused on the high quality of education available at The American University and on the opportunity to pursue degree programs during evening hours.

In addition to media advertising, separate direct mail publications have been developed to encourage individuals to return to school to complete undergraduate degrees and to promote graduate programs. Thousands of copies are mailed each month to local residents with household income levels sufficient to afford private education. Over 5% of our inquiries result in a registration.

When individuals respond to an ad or a direct mail piece, requested

information is sent and their names are placed on a computerized "inquiry file." Because as many as 18 months may pass from the time of an initial inquiry until an initial registration, "inquirers" are kept on our master file for two years.

Each semester materials are sent which encourage inquirers to pursue coursework and/or degree programs at the university. For example, our Evening Course Schedule lists all courses taught during evening hours and provides a significant amount of information about services and opportunities for adult students.

As inquirers are coded by "area of interest," we are also able to send targeted mailings and invitations for campus activities to specific populations.

Throughout most of our marketing and recruitment materials, we highlight the nondegree option as a way for adult students to take a course for professional development or to "try out" being back in school before committing to a degree program. Almost 25% of the graduate students admitted to the university during the 1988 academic year began in nondegree status. Clearly, getting students started at the university in nondegree status contributes to future degree enrollments.

2. Academic Advising and Retention Activities

When adult students--graduate or undergraduate--come to the university to enroll as nondegree students, they receive academic advising and registration support at the Advisement Center. The Center is staffed with advisors who are familiar with the needs and concerns of adult students. The Center is open in the evenings and on Saturday mornings to accommodate the schedules of working students.

Once enrolled, adult students can take advantage of a variety of programs offered by several university offices: study skills programs, academic success workshops, orientation programs, and peer support groups.

To keep adult students aware of the variety of activities and events both available to them and tailored specifically for them, an adult student newsletter is published each semester.

3. The Future of Adult Programs at The American University

The focus on adult students at The American University has grown dramatically over the past several years. Four offices have developed programs/services for this population, faculty development activities have highlighted the needs of adult students, and there is a growing awareness of the need for greater coordination among the units which have demonstrated a keen interest in serving the adult student.

We will continue to target marketing and recruitment to attract the adult student and to develop and expand programs, activities, and services for this growing population.

---

*Prudence Hoppin is Associate Director of Adult Services at The American University.*

*Yvonne Grimm is Assistant Director of Marketing and Recruitment in the University Programs Advisement Center at The American University.*

# Matching Institutions to Individual Needs: The Emerging Role of the Consortia

by

Gary E. Miller

The issue of how to match institutional capabilities to individual and social needs is not a new issue. What is new--and what is beginning to command attention throughout the higher education community--is how to respond to the need to make the match.

Traditionally, American higher education has responded to changing social needs by creating new institutions. Our first universities--Harvard, Yale, Princeton, Pennsylvania, and so forth--were established to ensure an educated leadership for American society. As the role of women expanded, our first response was to create new colleges for women. After the Civil War, we responded to emancipation by creating colleges and universities for black Americans. The Industrial Revolution, with its need to train a new workforce in "the practical and liberal arts" gave birth to the land grand movement and the rise of the utilitarian state university. In the twentieth century the need for a more technically trained cadre of paraprofessionals was one impetus for the creation of junior and community colleges.

Today, our concern for matching our institutional capabilities to the needs of individuals also arises out of a social change. We are no longer dealing with a homogeneous student population of 18-22 year olds who have set aside four years for a one-time preparation for their careers and lives as adults. Increasingly, our students are already adults, who already have careers, who are already participating in their communities. Cookie-cutter curricula don't apply to these students.

Obviously, some changes are needed if our institutions are to respond in a way that allows us to truly meet the individual needs of these students in a way that is consistent with the broader social mission of higher education. There is good reason to believe that, this time, the solution will not be the widespread creation of new institutions, but the creation of new relationships among institutions in a way that will allow each individual institution to bring to bear the diversity of resources that are needed to meet individual

needs in that institution's community.

To be sure, we can point to new institutions that have been created around the need to individualize instruction for adults. Here in NUCEA'S Region II, The University of Maryland University College, E.npire State College in New York and Thomas Edison State college in New Jersey are three nationally prominent examples. We can also cite the emergence of adult degree programs and portfolic programs within traditional institutions.

However, we should also note the emergence of consortia designed to bring new resources into individual institutions. One example close to my heart is the International University Consortium (IUC) which, since 1980, has worked with colleges and universities to provide them with innovative, interdisciplinary course materials suited to the needs of adults in undergraduate degree programs. In the noncredit arena, the National University Teleconference Network (NUTN) emerged out of discussions among NUCEA institutions about how best to share content expertise to serve audiences nationally via satellite teleconferencing. Thirdly, the Alliance organization has developed in response to the need for those of us who are involved in external degree programs to share experiences and resources.

Why consortia? One reason is that our institutions are in a period of transition. We cannot afford to ignore our traditional missions and programs while developing more individualized programs for adults. As a result, we need to seek partners in the costly business of program development. A second reason is that the rapid growth of telecommunications as a low-cost, easily accessed delivery tool has made it easier for institutions to create networks for instructional delivery. A third is that consortia allow us to bring to any particular project the best--and most motivated--talents available, so that we can better tailor our curricula and programs to the needs of adults. Finally, the economics of individualizing instruction requires that we have more to offer at less cost. Working through consortia, we can develop more programs while keeping the cost to each individual institution at a minimum.

Looking to the future, I can see an increasingly networked higher education community. Consortia have long been used in research, especially if one sees professional associations as networks, and for public service. With groups like IUC and NUTN, we are breaking new ground by using consortia for instruction. We should see these developments as first steps toward a new higher education environment.

---

*Gary E. Miller is Executive Director of the International University Consortium at The University of Maryland University College.*

Part 2

# Program Development

# Institutional Ego or Institutional Access

by

Jerry Ice

If we in higher education are to continue to be responsive to the changing clientele, we must explore new options, new delivery models, and new systems. In the early 1970's, a number of new colleges were created to serve the adult learner. Among them were: Empire State College, Regents Degrees College in New York, Minnesota Metropolitan State University, Community College of Vermont, Charter Oak College in Connecticut, and Thomas A. Edison State College. Therefore, alternative, and non-traditional education have been a part of American higher education for many years. Yet, does real innovation and change appear only in these special, free standing institutions created as separate institutions to serve the non-traditional student?

One model that has grown and pioneered innovation has been Thomas A. Edison State College. This paper will not only demonstrate that Edison has become an established and respected New Jersey institution which serves as the hub of a mini-system of higher education, but will also demonstrate that Edison's achievement is the result of continuous commitment to quality and innovation.

Edison State College has achieved its prominence through adherence to its founding philosophy and to its institutional mission throughout its fifteen-year history. The College developed with two guiding assumptions: (1) Many adults, through work, leisure activities, and formal or informal training activities, acquire college-level knowledge for which they do not possess college credit; and (2) College credit should be granted for the demonstration of college-level knowledge, regardless of the source of that knowledge.

Unique in the State of New Jersey, and in many respects in the nation, Edison State College is an institution designed specifically for adult students. In accordance with the principles of its institutional mission statement, Edison pioneered (1) in the development of flexible assessment tools for the evaluation of out-of-classroom learning; (2) in the development of counseling and advising services to assist adults in planning and completing academic careers; (3) in the creation of high quality curricula which allow

adults to earn meaningful, academically sound degrees; (4) and in networking with other institutions to provide ready access to and transition among the multitude of academic programs in the state and in the nation. These principles of the initial mission statement of Edison State College continue to be a priority today.

More recently, the unprecented growth in adult student numbers and the explosion of electronic technology has mandated the addition of another principle:

To develop linkages with, or create educational delivery systems built around, contemporary technology which will provide the distant learner with: (1) information and guidance on educational opportunities; (2) modes of support for independent study and assessment; and (3) access to media-based instruction and testing.

This last principle has provided the catalyst for institutional development over the last five years and, combined with the founding principles, will continue to guide Thomas A. Edison State College into the next decade and beyond.

Edison comes to this enterprise from a position of national prominence and leadership in providing responsive high-quality educational opportunities for the adult learner. A pioneer in creating principles of good practice in meeting the educational needs of adults, Edison State College has been honored for its national leadership by many organizations and associations, including the American Association of State Colleges and Universities and the Council for Adult and Experiential Learning.

Edison may rightfully lay claim to having achieved "excellence" and national prominence, and currently enjoys this consensus position and stature. However, Edison State College has recognized that its considerable success is rooted in a unique institutional mission, and that the growth of the institution is built upon a continuing commitment to innovation and a willingness to try promising new avenues of service to adult students. As noted by the Visitation Team in 1982, the blossom of Edison's future continues to depend on its ability to strengthen its commitment to innovation and to fortify its current position of national leadership.

Edison State College is a flexible, high-quality college program that counsels adults, evaluates previous learning, provides learning opportunities which fit the adult's lifestyle, and awards credits and degrees for the knowledge adults can demonstrate, regardless of the source of that knowledge. Like the work of Thomas Edison, Edison State College is a creative solution to an important need.

Edison State College's array of degree options mirrors those found in more traditional colleges: five baccalaureate degrees (Arts, Business Administration, Nursing, Science - Applied Science and Technology, and Science - Human Services) and six associate degrees (Arts, Management, Natural Science and Mathematics, Public and Social Services, Radiologic Technology,

and Science and Technology).

As of June 30, 1988, the College's student head count enrollment stood at 6,847 in degree programs and another 530 students served through non-degree programs.

Edison's students earn credit in five ways: (1) demonstrating knowledge gained outside college classrooms, (2) passing course-equivalent exams, (3) participating in the College's Guided Study program, (4) transferring credits earned through other colleges, and (5) through the evaluation of employer training programs. Edison specializes in the evaluation of knowledge and in providing access to learning opportunities. The College employs carefully selected and trained faculty from other colleges to provide critical academic integrity to this function.

Students at Thomas A. Edison State College, like the inventor for whom the College is named, have acquired college-level knowledge outside of a formal college program. Today's realities, however, are far different from those of Edison's time. Credentials are often required to open doors. Edison State College can provide these credentials to qualified adults.

Students do not enroll in Edison because it is an easy way to earn a college degree; most say it is surprisingly difficult. Rather, they choose Edison because it is the best way for them to earn a degree, given their work and family responsibilities.

Over the last five years, the College has grown from 82 staff members, 3,600 students, and 6 degree programs to an institution with 150 staff positions, over 7,000 students, and eleven associate and baccalaureate degree programs. Without question a high quality program, fully 40% of Edison's 6,564 graduates have attended graduate school.

Edison enjoys the flexibility of employing faculty members from other institutions as consultants in matters of academic policy and knowledge evaluation. Scrutiny is given to the rank and experience of these faculty consultants, and to their adherence to Edison's high academic standards. The current cadre of 230 consultants represents 25 colleges in New Jersey and 15 colleges from northeastern states. Sixty-three percent (63%) are senior faculty at their institutions.

Edison State College operates several programs designed specifically to serve its student body, adult students at other institutions, and employers engaged in progressive human resource development. These include:

1. Portfolio Assessment

Through the construction of a portfolio, Edison students can document claims for college credit from virtually any course available at any accredited college in the country. Students earn credit only when a careful review by a faculty consultant results in a recommendation to award credit. This review can include, but is not limited to, evaluation of documentation,

oral or written examination, and performance appraisal.

2. Thomas A. Edison State College Examination Program (TECEP)

The College offers 80 different course-equivalent examinations which may be taken for college credit. Covering a wide range of subject areas, the tests were designed to help students meet Edison degree requirements and to complement the exam offered by national testing agencies (CLEP, ACT/PEP).

3. Statewide Testing and Assessment Center (STAC)

Through this program, originally funded by the Fund for the Improvement of Post-Secondary Education, Edison provides prior learning assessment for 33 other colleges (30 in New Jersey). The members of the STAC recognize that Edison's superior assessment program assists them in serving their adult students without their having to develop the expertise of 33 separate prior learning assessment programs.

The STAC has developed into a state-wide consortium of colleges committed to creating prior learning assessment opportunities for students and to developing consistent academic standards for these programs. Edison State College serves as the focal point of this netowork.

4. Articulation Agreements

Edison has been very active in the creation of articulation agreements which allow for the transfer of New Jersey college credits and degrees into Edison's degree programs. This service is particularly valuable to community colleges and their graduates, as evidenced by the more than 100 agreements currently in force with 25 colleges. Articulation agreements have also become valuable to universities offering correspondence instruction and credit-worthy exams. Edison currently has articulation agreements with four universities in other states which encourage the use of their programs by Edison students.

5. Center for Corporate Partnerships

Created in 1983 to address the needs of the rapid growth in employer-based training, the Center for Corporate Partnerships delivers Edison services to employees through cooperation with their employers and evaluates employer-based training for college credit. Academically, employees can earn credit for high-quality employer training and can build upon those credits to earn degrees through partnership with their employer and Edison.

The Center for Corporate Partnerships has already served more than 50 organizations, including AT&T, New Jersey Bell, Public Service Electric

and Gas, American Institute of Banking, and several State of New Jersey departments, and places Edison in an excellent position to serve the needs of business and industry.

6. The Center for Learning through Telecommunication (CLT)

The CLT was created in 1984 to manage the variety of television-and audio-delivered learning opportunities available to Edison students. Its primary functions are collecting and disseminating information about learning opportunities; developing agreements with providers of this courseware so that Edison may provide it directly to students; and operating the College's Guided Study Program, through which students can take courses which integrate text, video, Edison advising, and a faculty mentor. A major emerging function of the CLT is integrating computer telecommunications with the services it currently provides.

7. Office of Military Affairs

In recognition of the greatly increased emphasis on training and educational attainment within the armed services, the College created the Office of Military Affairs in 1983. Although services had been provided to the military since Edison's founding, this office centralized and organized these activities. As a result, military enrollments have grown, Edison is known to military education officers nationwide, and Edison provides a viable answer to military personnel who desire college credits and degrees.

*Conclusion*

Within the College's short history, the College has learned a great deal about what works and what does not work for students. For many questions, we continue to search for new/better answers.

Thomas A. Edison State College may not be a model for everyone, but it has pieces and parts appropriate for very traditional institutions. These parts are useable if institutions want to be student centered, learning based, and free of institutional ego.

---

*Jerry Ice is Vice President for Academic Affairs at Thomas A. Edison State College.*

# Creating Integrated, Student-Centered Curricula

by

James S. Pula

As enrollment of adult students continues to bolster otherwise declining numbers of college students, institutions have introduced "non-traditional" approaches to meet the special needs of this student population by offering courses during evenings and weekends, scheduling courses at work sites and other easily accessible locations, and permitting accumulation of academic credit for experiential learning. In most instances, however, these innovations have not been extended to content and curricular revision to individualize the educational goals of this non-traditional student body. This paper will describe one such attempt to create an individualized, student-centered curriculum at the State University of New York at Binghamton.

The School of Education and Human Development (SEHD) is a multipurpose college providing a diverse array of career and interdisciplinary programs for undergraduate, graduate and continuing education students. The School was originally intended to serve part-time, commuting undergraduate adult students. It was, and still is, primarily an upper division school serving transfers from two-year colleges as well as adults who had interrupted their college careers. Most courses are at the junior and senior level and are offered in late afternoon or evening.

The School's approach to education emphasizes the translation of theory into practice. Therefore, the degree programs at the undergraduate level take an interdisciplinary approach to learning. Degree programs are "problem-centered" as opposed to the more traditional discipline-centered focus.

The School continues to serve part-time and community adults who wish to continue their education both in their graduate and undergraduate programs. In addition, in recent years the School has also seen its population of "traditional" students expand rapidly. This change has brought an intergenerational as well as an interdisciplinary aspect to the School.

It was in response to this diverse and changing population that the faculty saw a need for some major changes in the undergraduate curriculum in the Division of Career and Interdisciplinary Studies (CIS). The original curricula provided flexibility but were structured in a way that tended to encourage the "Chinese menu" approach to learning. For example, in the B.S. in Applied Social Sciences students were asked to choose two courses in

three areas in the social sciences and to choose a twelve credit concentration in the social sciences which could be in one of the three areas already chosen or in a completely different area. Students were forced in choose "two of these and four of those" rather than encouraged to look for the inter-relationships between certain areas in the social sciences and the career concentrations. The degree program was fragmented rather than integrated.

After a faculty retreat on curriculum development, a new curriculum emerged. This curriculum was based on students developing a statement of educational objectives and choosing courses that would meet their educational and personal needs. Seven learning outcomes were also to be integrated within this statement of educational objectives. Faculty-student mentoring was the foundation of this program. This model retained flexibility, yet it now appeared to embody the interdisciplinary approach to learning that the division desired for its students.

The two basic premises under which the Division operates are that the transfer and community populations consist of individuals who (l) each have their own set of unique educational, career, and life experience, and who (2) each have their own set of unique personal and career goals. Given the fact that, unlike the traditional case of the high school graduate who moves immediately on to higher education, the adult population to be served does not have a relatively homogeneous educational or experiential level, it appears obvious that any degree program designed to serve this group must acknowledge and accommodate wide variances in educational preparation, work experience, family responsibilities, and other factors which make for a very heterogenous group. If the University is, in the words of the recent Carnegie Commission report, to "put the needs of the learner ahead of the needs of the institution," these factors need to be reflected in both a flexible admission policy that provides alternative entry criteria and a flexible curriculum which recognizes that each participant does not enter equipped with roughly equivalent knowledge and skills.

The Division of Career and Interdisciplinary Studies offers baccalaureate degrees in liberal studies, social sciences, and applied social sciences. As a means of addressing the unique needs of its transfer and community clientele, the curricula of each of these degree programs is designed to promote the maximum degree of flexibility by encouraging students to design their own individual plan of study that will enhance both personal and career development.

The CIS Division is committed to an interdisciplinary approach to learning which integrates classroom education with the practical application of knowledge and skills. The program emphasizes the acquisition and refinement of skills for graduates to become problem-solvers, decision-makers, and leaders in their chosen fields. With this in mind, the faculty of the Division have identified seven essential learning outcomes which all students should attain prior to graduation. These include:

1. *Literacy*: The ability to write, speak, read, and listen clearly.

2. *Critical Inquiry*: The ability to think logically and engage in critical analysis from an interdisciplinary perspective.

3. *Social Perspectives*: An understanding of the historic antecedents and current forces that shape our lives and influence our beliefs and actions.

4. *Multi-cultural and International Perspectives*: An ability to view the world from cultural perspectives other than one's own.

5. *Social Responsibility*: The development of values that enhance human dignity and justice and reduce social harm.

6. *Empowerment*: An enhanced sense of personal autonomy and initiative that flows from the process of learning.

7. *Self-Directed Learning*: An ability to define and pursue learning needs throughout one's life.

The learning outcomes noted above are implemented through the required courses, and by addressing each specific learning outcomes in developing the syllabus for every course taught within the Division. Obviously, not every course can address every learning outcome, but an attempt is made to stress discussions and classroom assignments which will enhance the outcomes which the faculty have identified.

All three degree programs require 120 semester credits, 24 of which are "residency" requirements and 42 of which must be upper division (junior-senior level) course work. There are only three required courses for the degrees in liberal studies and social sciences, and four in applied social sciences. The include:

1. *CIS 200: An Introduction to Career and Interdisciplinaty Studies.* This is a one-credit course which students are scheduled to take in either their first or second semester on campus. Its purpose is to familiarize students with the University and its resources, with the requirements for the self-designed curricula, and with the options available to them. During the semester in which the class is taken, students consult with their faculty advisors to plan their individualized program of study.

2. *CIS 300: Critical Thinking and Discovery.* This three-credit course is designed to develop skills in logic, critical inquiry, argumentation, and analysis. It includes written, oral, and group assignments to promote literacy and critical thinking.

3. *CIS 400: Senior Seminar.* In the three-credit Senior Seminar, students develop a "senior thesis" on a topic related to their personal or career goals. The course deals with research methods, literacy, and critical inquiry necessary in decision-making and leadership role.

4. *CIS 230: Statistical Analysis.* Students enrolled in the Applied Social Science and Social Science majors must also take a three-credit course in statistical analysis. This course emphasizes an understanding of the meaning and application of various methods of statistical analysis commonly used in the social sciences.

Aside from these requirements, the student is free to design a unique plan of study by selecting courses from any of the five schools and colleges on campus, and by incorporating such other credit options as independent study, internships, transfer credit, credit by examination, experiental learning, and credit for corporate and other non-university education.

In each of the majors, students are asked to design a program which combines the study of (l) the background of social issues and human concerns, (2) the current context of social action, and (3) personal competencies contributing to effective work in the student's chosen social setting. These may be explained as follows:

l. Whether a student's immediate pursuit is one of effective front-line supervision in a factory, starting a halfway house for the mentally retarded, or designing new training programs for family care providers, the Division requires some examination of the social, technological, and other historical developments which reflect on the tasks and problems the student will encounter. Understanding the evolution of current work and social situations helps to guide analysis and leads to greater appreciation of the traditions, culture, constraints, and opportunities that shape human choices.

2. The Division encourages understanding of the multidimensional forces currently influencing business, criminal justice, health systems, human services, or other social concerns. Students may focus on the broader systematic contexts of organized human endeavor such as processes of industrialization and urbanization, or the impact of technology on society, or they may elect to focus on more immediate contexts such as organizational environments, supervision practices, or the impact of client alienation on the delivery of human services.

3. The Division encourages all students to devote some attention to the development of skills and competencies which will enable them to transform knowledge into action. These skills are important to increasing the effectiveness of the student in both social and career environments.

In order to integrate the acquisition of knowledge with its practical application to career paths, the CIS Division offers six "concentrations," along with the opportunity for students to design their own individual concentration to meet their special needs. Each concentration provides a coherent plan of study for those who have educational or career interests in the areas such as American Studies, Business, Criminal Justice, Health Systems, Human Services, or Peace Studies.

From the administrative perspective, the flexible, self-designed curriculum model offers both advantages and disadvantages. The student-centered nature of the program provides a responsiveness to real needs, while at the same time allowing the student to "buy into" development and implementation of the educational plan. This incentive has led to a very high rate of completion, and to excellent student opinion reviews. Further, the identification of real goals, the evaluation of individual strengths and weaknesses, and the development of a plan based upon these assessments, makes the entire educational process more meaningful to the student both as a student and as a graduate applying for career positions.

On the negative side, there are disadvantages which should not be viewed lightly. The nature of the self-designed curriculum places heavily reliance upon extensive interaction between faculty and students, thus making it very "labor intensive." An institution short on resources and faculty should think twice before embarking on such a program. Similarly, because of the heavy reliance on faculty-student interaction, it is important that the faculty "buy into" the program and be willing to devote the time required to provide quality advising services. Nothing will doom the individualized learning program quicker than an uninvolved faculty which leaves the educational planning process solely in the hands of novice student learners.

---

*James S. Pula is Director of the Division of Career and Interdisciplinary Studies at SUNY-Binghamton.*

# Creative Collaboration for the Professions: PENN's Program for Fund Raising Professionals

by

F. Bruce Robinson

The University of Pennsylvania introduced a program for fund raising professionals in the fall of 1987. It was done in response to the recent rise of this profession from relative obscurity and because the University's development office has long served the region as its principal training ground for those wishing to gain experience in fund raising. Even in the absence of a formal needs analaysis, we knew that the profession's rising salaries and rapid expansion had created a demand and that Penn's position at the center of an "old boy" network gave us a head start.

We introduced the new program, "Fund Raising Excellence," with a free information night in early September. The content consisted of a round table discussion by panelists drawn from corporate and private fundations. But the purpose of the evening was to register participants for the first set of offerings. To our surprise, all three fund raising courses offered that fall were filled before the information night, and admission to the event had to be cut off at 250. Interest in the program has remained strong since. Our first year of operation has ended. Consisting of four sessions, which accord with the four seasons, the first year's activity has resulted in eleven courses and an enrollment of 320.

The program was designed to encourage participants to earn a certificate, which requires the completion at the participant's convenience of six courses; four fund raising courses and two "electives." The electives are drawn from our established and routinely offered courses, so that the fund raising program enhances our other activities. To our surprise five people completed the requirements for the certificate even before the summer session. These people took two courses each in the fall, the winter, and the spring.

The program was designed and introduced in conjunction with the

Delaware Valley Chapter of the National Society of Fund Raising Executives (NSFRE). The overview course offered each fall is arranged in close cooperation with this professional association. The speakers are drawn from their membership and the course coordinator or facilitator is a member of their executive board. NSFRE members receive a 10% discount on all fund raising courses.

However, because NSFRE board members come and go at their own will, we felt it necessary to appoint an advisory board of our own from members of the profession who support our efforts and share our vision. Many of these people are also active in the professional association, but the existence of an advisory board gives us a courterweight to NSFRE involvement which has already been useful.

Even at the national level, the fund raising profession has not reached the level of organization where it has established accreditation standards for its membership. In this open enviroment, Penn's certificate in fund raising has the potential of becoming a recognized and meaningful credential. Members of the profession are already recommending our courses to young men and women entering the field, and employers are already paying the course fees incurred by their employees. It was only about a year and a half ago that The Chronicle of Higher Education introduced its regular section on "Philanthropy," and now they are offering an separate publication. We have been fortunate to respond to the needs of the fund raising/development profession at the time of its rapid expansion and see a very bright future for this year-old program.

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# University/Industry Program for Science Teachers

by

Barbara Eisenstein

The Rutgers/Industry High School Science Program, sponsored by the Center for Mathematics, Science, and Computer Education, provides opportunities for the improvement of science education through the collaboration of research scientists and teachers. The purpose of the program is to enhance and modernize the science backgrounds of high school physics teachers, and to provide them with teaching materials representative of topics of current scientific and technological interest. The program is directed by Dr. George Pallrand, Professor of Science Education at the Graduate School of Education, Rutgers University.

High school science teachers working with research scientists from AT&T Bell Laboratories, Bell Communications Research, Merck and Company, and Rutgers University have and continue to develop teaching modules on topics of current scientific and technological interest. Topics which have been developed include: Lasers and the Nature of Light, Antibiotics, Magnetism and Magnetic Recording Devices, Molecular Approaches to the Study of Gene Activity, and The Physics of Semiconductors and Transistors. The modules allow for the introduction of materials of current scientific interest into existing courses on an experimental basis, without the necessity of changing an entire course or replacing the textbook. The subject matter of each module emphasizes an important aspect of current technology that affects students in their everyday lives. At the same time each is based on the introduction and elaboration of fundamental scientific principles.

The collaboration of the scientists and teachers ensures that the new materials will be both scientifically and technically accurate, and also being educationally sound. The scientists provide the technical and scientific expertise, while the teachers ensure that the materials will be effective and useful in the classroom. Following the first summer of development the teachers test the materials in their classes during the academic year and suggest appropriate revisions.

Once the modules have been developed a summer institute is held to train Lead Teachers who will disseminate the modules to a wider population

of teachers and students. Two such programs were offered during the Summer of 1988: The National Leadership Institute for Teachers of Physics and The

Regional Leadership Institute for Teachers of Modern Biology. Both programs were held at Rutgers for four-weeks during the summer. Thirty physics teachers selected nationwide attended a residential program in July, while twenty biology and biochemistry teachers attended the regional program during August. The physics program is supported by the National Science Foundation, the AT&T Foundation, and Bell Communications Research. The biology program is supported by Merck and Co.; additional support from the NSF is pending.

During the summer institutes the participants work on the modules, attend science seminars, discuss teaching strategies, and visit research laboratories. They receive continuing support during the school year to facilitate the use of the modules in their courses and in professional science education workshops. The modules continue to undergo modification based upon the suggestions of the participating teachers.

The program allows for different levels of involvement by scientists and teachers in a manner compatible with background, interest, and available time. For example, a number of scientists participate at a policy level as members of the Scientific and Technical Council. Some scientists work closely with teachers in developing a module, while others participate by giving lectures and leading discussions. Teachers also are involved in a variety of ways. Those who exhibit leadership qualities by using the module extensively in their classes, presenting them to professional groups, and/or modifying the modules may be appointed as Institute staff during subsequent summers. Teachers with particularly strong subject matter backgrounds are invited to work on module development and revision.

The development and support of the ongoing relationship between scientists and teachers is a fundamental ingredient of the program. Particularly important to the teachers is their acceptance as colleagues and collaborators by the industrial and university scientists. The teachers find the work with the scientists to be exciting and professionally rewarding. The scientists have also expressed enthusiasm for their relationship with the teachers. Many have strong interests in education at the precollege level and enjoy the opportunity to make a cntribution in this area.

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Part 3

# Professional Development

# Strategic Behavior for Continuing Educators: Becoming a Part of the Institutional Agenda

by

Norma R. Long

There is no magic associated with greater visibility and effectiveness of the continuing education division in a university setting. Nor is there a quick-fix formula that when applied turns warts into beauty moles, unsympathetic central administrators into staunch CE supporters, or tired programs and programmers into veritable beehives of productivity. Rather, it is hard work. From the cosmetics to the core of your continuing education operation, you must fashion your programs to fit the mission, the culture and the prevailing ethos of your unique academic community.

If the issue of goals must be reduced to the will of the institution being upheld or the will of the continuing education unit being upheld, then the institution will clearly win -- and it should. But not all, or even most, struggles should get to that point. I prefer to think of the creative continuing educator as one who teases the boundaries of his or her institution, stretching its imagination, but not breaking its rules.

The following ten strategies will not work for all continuing educators or at all institutions. They are based upon actual university experiences and their mofified constructs, and will probably work best for the seasoned continuing education chief executive officer, usually a dean or director, who is ready to advance an established continuing education division into a position of greater institutional prominence.

* Re-evaluate the continuing education mission to ensure that it is congruent with the mission of the institution. Get the CE mission officially sanctioned by the institution and articulate it broadly within to the academic community.

* Actively develop a solid relationship with the central administrator to whom the continuing education CEO reports; this key administrator must

understand, respect and support your programs. The foundation for such a bonding is built gradually through your consistent demonstration of genuine support of the goals and image of the institution.

* Become an active part of central administration. Show institution-wide leadership through formal and informal communication with as many high-ranking administrators as possible, including the president. Seek appropriate and critical avenues through which you can, with credibility, initiate and continue this process. Ask to serve on university-wide committees.

* Establish annual goals with your continuing education unit and share them with colleagues outside of the unit. Ask fellow deans and directors for input. Collegiality is the key to building successful and enduring programs that are valued by the institution.

* Communicate in writing more frequently. Use the preferred style of most administrators and faculty to get your ideas across and to promote greater institutional support of your goals. The well-written document conveys a sense of thoroughness and organization. It invites study and feedback from colleagues.

* Join forces with the director of faculty development. Create ways to subsidize the activities of the faculty development office, to supplement their budget for faculty research and professional travel. It is one of a number of ways to attach your activities to other programs and services highly valued by the institution.

* Work through the system of the institution to establish commality. Continuing education, by its very nature, is usually a semi-autonomous operation within the institution, and for that reason, has many opportunities to do things differently from other offices. Seek as many ways as possible to use the established system of the institution, from procurement to payment. (You do not want to become inefficient, however.) This established commonality with other divisions and academic units builds rapport, trust, and collegiality.

* Present a united and philosophically congruent CE organization. The professional and support staff whom you hire must reflect your goals and values. They should be perceived by the institution as bright and committed individuals who work not only on CE programs, but for the institution and its goals. Encourage whole-part-team thinking by professional staff members: whole = institutional mission; part = E.E. unit's mission; team = both missions. Also, use radar-scanning (Tichy, 1983) as a regular exercise by C.E. professionals during staff meetings.

* Establish yourself as a continuing education leader with unassailable personal and professional integrity. As CEO of your unit, it is important to elicit trust and confidence from administration and faculty. Through the credibility that you build, for yourself and your division, your goals and aspirations will meet with more enduring success within your institution.

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# Understanding Your Personal Management Style

by

J. Robert Hanson
Lorraine A. Cavaliere

*Introduction*

The success and future of continuing higher education is dependent on skilled and effective administrators and leaders in the field. Administrators striving to identify and employ more effective management and leadership strategies may ask: What defines an effective continuing education administrator and manager? What are the strategies one can employ to improve management techniques? How can communications and interactions be improved among the manager and superiors, peers, faculty and staff? How are management style and leadership style related?

1. Purpose

As an administrator and leader in continuing higher education, tools to identify strengths and build self-awareness may enhance management effectiveness. The Management Style Inventory (MSI) is a self-diagnostic tool for administrators and leaders to assess their management style preferences. This inventory is a self descriptive measure of one's own decision-making preferences based on Carl Gustav Jung's (1923) theory of psychological types. This instrument was designed to aid the administrator, as one of many sources for increased self awareness, in identifying your own managerial strengths and needs. The data from the instrument provides a better idea of your strengths as a decision-maker, and alerts one to those areas where one may wish to practice flexing into other styles. The iinstrument identifies four distinct managerial styles based on the combination of functions for perception (sensing and intuition), and judgment (thinking and feeling). Each style has its own assets and liabilities. No one style is better than any other. The appropriateness of a style depends on the problem to be solved, the people involved, and the nature of the proposed solution. Thus, as a decision-making model, the data from the instrument increases self awareness of

one's management style as well as providing alternative behaviors to employ for altrnative decision-making processes.

2. Management and Leadership

Leadership may be perceived as the uses of four different kinds of power or influence. In institutions of higher education there is the power that results from one's position as administrator with its particular legal and traditional responsibilities. In positional power one assigns tasks based upon ordinate and subordinate relationships. It is a power that works best when there is mutual respect, clarity of task, a mutually understood means of evaluation, and appropriate feedback.

A second kind of power is that which is conferred by others based on their perception of the administrators knowledge and wisdom. In power through expertise the administrator secures followership through the respect people have for his or her education and experience. It is a power that works best when followership is both eager and ready to hear, and when there is a mutually agreed-upon way to act on the knowledge presented. In short, it is a power based on hearer "readiness."

A third kind of power is that which is conferred by followers based on interpersonal relationships. Relational power results when the administrator's empathy and concern for the knowledge of his or her followerships' needs is perceived as sensitive and genuine. Power is conferred in the process of trusting the administrator's directives because the followership trusts the administrator's intent.

A fourth kind of leadership is that which is conferred by followers based on a manager's vision of the future. In an age of governmental, military and religious abuses of power, public pessimism and skepticism is readily understandable. On the other hand, no institution can adequately serve its public if there are not clearly stated aspirations, hopes and goals for the future. Power comes to educational leaders when their vision is humane, well articulated, and where faculty, staff and publics are meaningfully involved. Educational leaders shape our tomorrows by keenness with which they stimulate their constituents toward the fuller reaches of human potential.

Management's power tends to be largely positional. Leadership's power tends to be largely relational. Management's power tends to be based on legal and financial concerns. Leadership's power tends to be based on feelings of collaboration, the common good, and the need for community concern.

3. Measures of Leadership

This paper proposes that three of four elements of leadership, i.e., relationships, expertise and vision, really represent power for needed change given, not by superordinates, but by those the administrator manages. The

quality of one's leadership is the degree to which this power is conferred on the manager through trust, knowledge and shared plans for the future. The other side of the leadership equation is acceptance, i.e., the degree to which resistance to one's leadership is addressed through hearing the underlying messages of each of one's publics, and by involving those same publics in participatory decision-making. Analyzing leadership under these three headings leads one to a better understanding of the old paradox that "...one gets power by sharing power." To be more effective leaders, educational administrators need to assess our own assets and liabilities in each of these areas. To have positional power is clearly not enough. The challenge is to develop skills and abilities in all four areas.

4. A Management Model for Administrators

A sound management model for administrators in higher education should contain the following elements:

(1) sound theory that describes how management styles are alike and different,

(2) complete descriptions of the four basic management styles,

(3) instrumentation for the identification of one's type, and one's management style,

(4) techniques for improving one's management style and strategies for working more effectively with superiors, peers and constituents, and

(5) a vision and a description of what a robust and effective organization needs to look like.

Management studies are comparatively recent. The introduction of McGregor's (1960) Theory X and Theory Y, Blake and Mouton's (1969) Managerial Grid and Hershey and Blanchard's (1982) Situational Decision-making processes. Much has been learned since then and our proposed elements for an aggressive management model for supporting educational administration are more important than ever, McGregor's pragmatic implementor model necessarily emphasized Theory Y not because Theory X was wrong but because it didn't work. Blake and Mouton's Grid was a necessary step in the right direction because it demonstrated on a second dimension that good management was always an issue of task and personnel considerations. Hershey and Blanchard introduced a needed third dimension when they focused on the situational nature of decision-making as a way to determine whether task or personal considerations were primarily ascendent. None of the three models, however, described managerial styles in relationship to the decision-making process. In the model we're proposing, the needed fourth dimension is added with a description of managerial and leadership style, appropriate instrumentation, strategies to stimulate social change, and a way to make more effective management decisions.

5. Types of Managers as Leadership Emphases

Based on Hanson, Silver and Strong's Model of Educational Management, four distinct types of administrative styles are identified. These descriptions are based on their long term studies of C.G. Jung's psychological types and their research and teaching within the educational community. Their management style descriptions are based on C.G. Jung's (1921) and Isabel Myer's (1962) explanations for differences and similarities in human behavior. Jung proposed an understanding of behavior structured on the three dimensions of attitude, perception and decision-making or judgement. Each dimension contains two functions that are in oppositional relationship to one another. While all persons behave in both functions, one function in each dimension is usually dominant. The polar nature of one's management styles modified by a dominant attitude or way of seeing the world, i.e., one's world view.

On the attitudinal dimension, Jung identified an orientation of openness and interaction with the world that he called extraversion. Extraverts get their energy from involving themselves with others, they are talkative, easy to get to know, very verbal, friendly and social. The opposite function Jung identified as introversion. Introverts are energized by going aside, processing information based on what it means for their own improved self-understanding. Introverts are observed therefore, as being shy, quiet, withdrawn and more difficult to get to know. Where extravert enter eagerly into group decision-making situations, introverts need quiet processing time alone. Morris' research (1981) shows that 75% of educational administrators are extroverts.

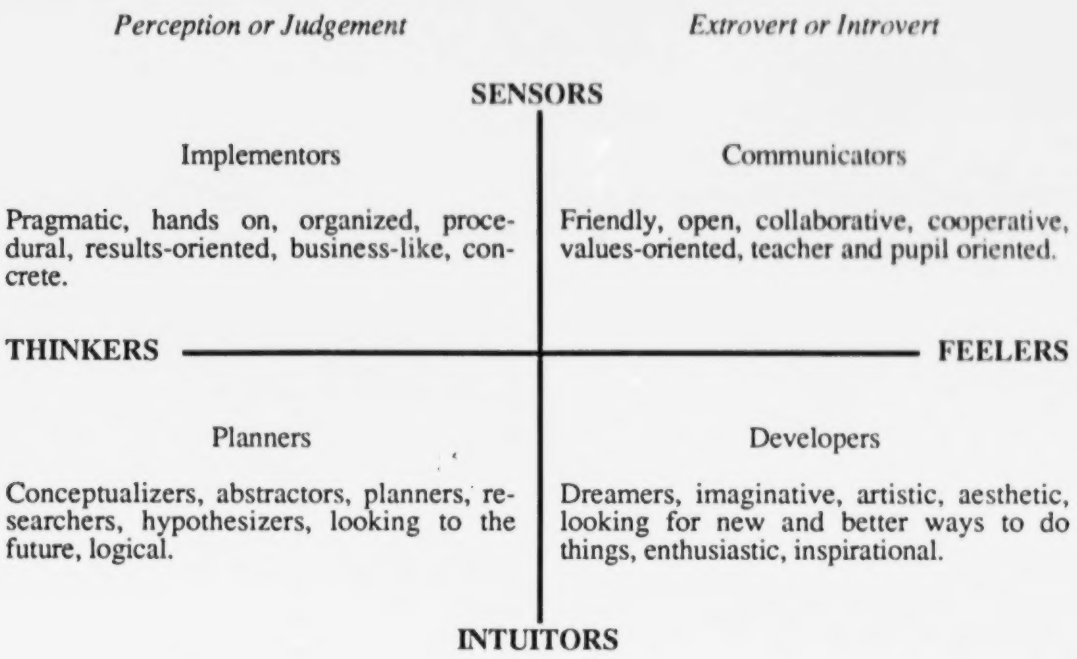
On the perception dimension, Jung identified an orientation to learning best through practical, hands-on and immediately verifiable experiences. He called this the sensation function. Sensors rely on what they can see, hear, touch, smell, taste and do. They are action-oriented, live in the here and now, and want to know what things are for and how to do them. The opposing function Jung identified as intuition. Intuitors live in the future. They search for patters, possibilities, meanings, relationships and ways of putting things together in their minds. Where sensors tend to be concrete the intuitors are abstractors. Where sensors look for ways to do things intuitors look for possibilities in terms of what needs to be done. Morris' and Morrison's (1980) studies indicate that 68%-70% of educational administrators are dominantly sensing in orientation.

On the decision-making or judgement dimension, Jung identified an orientation to critical, analytical, true/false, logical and sequential decision-making. He called this function thinking. Thinking dominant persons look for reason, evidence, applicability, procedure and cause/effect results. The opposing function Jung identified as feeling. Feeling dominant persons make judgments on their perceptions based on personal values, subjective responses, what feels best, how it will affect others, and the need for cooperation and

harmony. Where the thinker looks for true/false, the feeler looks for like/dislike. Morris' administrators are dominantly thinking in orientation.

Isabel Myers (1962) added a fourth dimension to Jung's construct by proposing a dimension oriented to coming to conclusions. These two opposing functions she identified as judgement and perception. The judgment orientation represents the need for specificity, objectives, time lines, clarity of task, due dates, and coming to prompt and efficient closure. The perception orientation is more reflective, open, more broadly focused, not wanting to be rushed into a decision without looking at all the data, and aware of the need for comfort in coming to a decision. The judger wants action, focus, and efficient results. The perceiver wants deliberation time, a thorough review of all pertinent data, and a time for reflection. Morris' data indicates that 100% of educational administrators are judgers.

By pairing these functions a model for administrative behaviors is developed as follows:


Perception or Judgement
Extrovert or Introvert
SENSORS
Implementors
Pragmatic, hands on, organized, procedural, results-oriented, business-like, concrete.
Communicators
Friendly, open, collaborative, cooperative, values-oriented, teacher and pupil oriented.
THINKERS
FEELERS
Planners
Conceptualizers, abstractors, planners, researchers, hypothesizers, looking to the future, logical.
Developers
Dreamers, imaginative, artistic, aesthetic, looking for new and better ways to do things, enthusiastic, inspirational.
INTUITORS

Management styles may be described as follows:

The Implementor (positional) is pragmatic, action-oriented, business-like, and goes by the book. The goal of this style is to provide control over what needs to be done in order to achieve a safe and secure environment in which to work. Implementors are doers, have clearly delineated organiza-

tional structures, and personal and school-level objectives. They are directors. They ask the questions what and how?

The Planner (expertise) is knowledge-oriented and enjoys conceptualizing about needs and wants. Planners need lots of data. They specialize in analyzing, formulating patterns, testing hypotheses and evaluation. They speculate and plan. They are delegators. They ask the question why?

The Communicator (relationships) is people-oriented, sensitive to feelings, empathic and out-going. The goal of this management style is to build cooperative and collaborative relationships and a climate of trust. Information sharing and the giving and receiving of feedback on the personal level characterize the effects of this type of management. They are coaches. They ask question with personal references to individual feelings and experience, e.g., How are you?

The Developer (visionary) is enthusiastic, inspirational, and focused on what might be. The goal of this management style is the development of a creative atmosphere in which all individuals are challenged to reach more of their own potential. Developers search for a clearer picture of how to develop skills, worth and human dignity. They look for beauty and symmetry. They strive to provide creative opportunities for change. They are collaborators and challengers. They ask the question: What if...?

6. Relevance

This Management Style Inventory was designed as a reference tool for administrators and managers to increase their self-awareness of their managerial strengths. Developed from a decision making model relative to personality types, the data received from this instrument increases understanding of personal dominant management style as well as understanding auxiliary management styles to choose alternative behaviors for decision-making and leadership purposes. The information and insight provided by this instrument may add to the many sources needed by administrators in continuing higher education to hone their capabilities.

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# Paths to Power in NUCEA: A Regional Approach

by

Gail B. Yumkas

Applying personal power on the organization scene is done in a number of ways.

Networking has long been an excellent strategy for personal enpowerment. We are all beginning to recognize the benefits of collaboration and support. Whether we are aware of it or not, we all have access to several formal and informal networks which can best be described within a multi-dimensional triad. Such networks include the interpersonal: determining who your advocates are and how they might become more supportive; the personal: recognizing the need to enable yourself to feel more powerful; and the intergroup: utilizing the political groups, laws and other support systems that are available.

One of the most important skills in the networking process is being able to identify and use the various human resources available to us.

Networking can be accomplished in a variety of ways. Personal contact, a telephone call, small group meetings.

Dorothy I. MacConhey, in an article entitled, "Linkages and Networks in the Structure of Personal Power" (*Journal of the National Association for Women Deans, Administrators and Counselors*, Summer 1980, Vol. 43, No. 4), has listed ten tenets of developing personal power that can be applied to empowerment in NUCEA at all levels.

1. Cooperate. Do favors for others whenever you can. Help other people along.

2. When you are in charge of anything, be sure to spread some appealing pieces of assignment around rather than keeping them for yourself. The norms of reciprocity, everyone knows, are at work in any human society.

3. Take time to congratulate colleagues who win an award, are elected to office, have an article accepted or obtain a grant. Send word of thanks to those who do something for you. Let people know you appreciate their

efforts.

4. Broaden your contacts whenever you can.

5. Rise to the occasion. Do messy jobs that have to be done. When a job cannot be done and you know it, work closely with others to redefine the task into smaller achievable pieces.

6. When you find you must take a negative position on an issue, remain objective and issue oriented. Make it clear to others why you are taking the minority position and stick with it for the sake of your integrity. Such an approach will not be harmful to your overall record.

7. Take the lead when you need. Complement appointed leadership by being concerned with morale of the group.

8. Be present. This means attending boring meetings and events that are scheduled at inconvenient hours.

9. Be open and friendly. Care about people as people. Keep your own personal problems soft-pedalled so you have time to be concerned about others.

10. Work as a member of the team. An old boy network or an old girl network can never be as effective as a whole team network.

Finally, remember it is not usually what you know, but who you know and who knows you that will open the door to opportunities for leadership in NUCEA or in any other endeavor. Today you can reap the benefits by building a support base within your institution, the region and the national organization. The possible benefits are limitless. Good Luck!

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Part 4

# Faculty Development

# Preparing Faculty to Teach in Unique Environments: A Panel Discussion

by

Emily Huebner
Sally M. Johnstone
Elizabeth Kirby
Barbara J. Millis

*An Overview of the Orientation Process* (Barbara J. Millis)

Faculty Development programs ususally contain numerous components such as workshop series, student evaluations, classroom observations, teaching excellence awards, and one-on-one assistance, including videotaping. No component, however, is as important to the success of a continuing education program as an effective orientation process for new faculty. Orientation becomes particularly critical when you are asking faculty to enter environments outside their experiences in traditonal classrooms. Two unique environments requiring special faculty preparation are the electronic environments associated with distance education and the corporate environments which are becoming more and more common as universities and businesses recognize the mutual benefits of linkages.

Regardless of the environment, however, the institutional mission, the specific goals and objectives of a given program, the nature of the student body, and the type of courses to be offered will all affect the content and approach of the orientation process. Most continuing education programs share three important orientation objectives. They attempt to:

(1) ensure smooth classroom operation;

(2) enable the faculty member to effectively represent the institution; and

(3) reinforce expectations of high quality teaching.

Additional objectives might be to:

(4) establish a faculty/administration network; and

(5) engender respect for the institution/institutional loyalty.

The orientation process may begin with something as simple as a newspaper advertisement inviting faculty to apply for an opening, and continue throughout the faculty member's association with an institution. In reality, however, the term "orientation" refers to the specific practices undertaken to meet the above objectives for the first class a lecturer teaches. Thus, the orientation process ususally consists of a variety of activities conducted over a limited amount of time on a one-on-one or group basis.

Again, common elements are shared by continuing education institutions regardless of their specific approaches. Orientation programs should always address: The Mission of the Institution (objective 2); The Nature of the Students (objectives 1, 2, and 3); Logistical Concerns, such as faculty and student support services, required paperwork, and training related to special equipment or procedures (objectives 1 and 2); and Teaching Practices, such as curriruclum content, mandatory classroom procedures (including syllabus preparation and examination and attendance policies), and expectations of teaching excellence (objective 3). The fourth objective of establishing a network can be met through group sessions, one-on-one briefings, or facutly telephone/address lists. If objectives 1 through 3 are met, objective 5--engendering respect for the institution and/or institutional loyalty--will usually follow.

This final objective underscores the importance of a well-organized, well-developed, "people-directed" orientation. Faculty typically receive a thorough one-on-one briefing from the person, usually an academic dean, responsible for recruitment and staffing. This briefing covers a variety of topics, ranging from lofty but important concerns, such as institutional goals and missions, to mundane matters such as payroll and parking information, travel reimbursement, duplication facilities, and library services. New instructors will need specific information about the course they will teach, including the required testbooks, but you should also focus on course planning and preparation. Faculty recruited from business, government or military sectors are ususally highly qualified professionals, but they sometimes lack substantial classroom experience. They may need information about syllabus construction, course design, grading policies and practices, and classroom management. Instructors ususally welcome specific examples, particualrly sample syllabi.

Most continuing education institutions with large programs conduct group orientation sessions several times a year to augment the individual briefings. Because adjuct faculty, like the adult students they teach, must juggle conflicting demands on their time, few institutions make attendance at orientation sessions a hard-and-fast requirement, although it is strongly en-

couraged. Likewise, the sessions are limited in length and complexity, normally requiring only about three hours during a weekday evening. Refreshments such as wine and cheese or a buffet supper usually accompany the greetings from institutional dignitaries. A warm, yet professional atmosphere is essential. The session should focus on broad concerns germane to all disciplines, such as the institutitonal history and mission, effective ways to meet the needs of adult learners, faculty and student support services, and most significantly, the importance of high-quality teaching. These topics can be addressed in a number of ways: through individual presentations, small group discussions, orientation videotapes, or panel discussions. An ideal orientation will model an ideal first night of class. The program should exhibit a variety of classroom methods and techniques, including varied pacing, to relieve the monotony of a three-hour block. Faculty should feel they are being treated as adults whose time and opinions are valued. They sould depart with a body of valuable information and a sense of renewed dedication and mutual goals. They should also now feel free to call a number of identified individuals for help with any aspect of their teaching experience. For this reason alone it is important to have as many administrative and support staff present as possible, and to invite veteran faculty members to participate in discussions or panel presentations.

You should always provide faculty with a packet of orientation materials to reinforce or augment the information covered during group or one-on-one sessions. Faculty, like students, can suffer from "overload" when confronted with a sea of new informtaion. They should have specific materials on curriculum, logistics, and classroom procedures, topics often covered in a faculty guide or manual or provided in tailor-made handouts. They should also have a list of specific persons to contact when they have questions or concerns.

To determine the effectiveness of both the orientation process and the subsequent classroom performance, you should conduct systematic evaluations. Faculty can be consulted immediately about the value of group orientation sessions, for instance, but these initial reactions should be tempered by subsequent follow-up to determine the actual effectiveness of the presentation. A well-received group orientation session for fifty lecturers cannot be declared completely successful until fifty successful classes are conducted. Post-course information from faculty about omissions in their training or about helpful components of the orientation process can be reviewed in the context of student evaluations.

Preparing faculty to teach in unique environments poses particular challenges. Faculty, for instance, must be prepared to teach in the electronic environments associated with distance learning and in the off-campus environments associated with corporate learning.

*Preparing Faculty To Teach in Electronic Environments* (Sally Johnstone)

Several different electronic teaching environments are used by faculty to reach their distant students. Interactive television, limited-motion video, still-frame video, audiographic, computer-mediated, and audio teleconferencing are among the real-time, interactive technologies currently popular in the higher enducation environment. While each of these systems places unique specific demands on a faculty member, some generalized requirements seem to apply to all of these remote teaching environments. You can use broad principles developed from these generalized requirements to assist faculty members using these systems and to increase the chances of successful experineces for the administrators, the faculty, and most importantly, the students.

Four general principles essential to this process include: peer support, a special contact person, faculty orientation sessions, and student training.

1. Peer Support

Both faculty and students can benefit from contact with colleagues who have had more experience with the electronic delivery system they are about to use. Because the faculty members are often from different departments, are adjuncts, or are simply unaccustomed to discussions about teaching techniques, they may lack opportunities for spontaneous, meaningful interactions with their peers about what teaching with the new system entails. Students are more likely to discuss what it means to take a course via the system with their peers; however, their comments may be limited to complaints and not focus on the real demands of the new learning environment in ways that could help a novice.

Consequently, it may be necessary for administrators to facilitate this type of interaction. There are several ways to create supportive environments to encourage this type of peer support, and each institution's method of doing this will be unique. However, two simple ways to accomplish this are to give new users the telephone numbers of a few experienced users who are willing to act as mentors, or to invite a few experienced users to an orientation session for new users.

2. Contact Person

Most people new to an electronic deliver system will have many questions about what to expect. Novice users are frequently intimidated by the technical and logistical requirements of these systems. They should be encouraged to contact one specific person who is associated with the administrative unit of the system for questions and problems. That individual should be thoroughly familar with all aspects of the system and be able to

answer most questions (either technical or logistical) or know how to get the answers. Ideal contact people will not be technicians, but rather individuals with current knowledge whose past experience enable them to relate to the novice's concerns.

3. Orientation Session

Some type of well-organized orientation to the system is critical for new users. Faculty need to be introduced to all the unique elements of teaching in the new environment. The timing of the initial orientation session depends on the amount of preparation and training required. A candid classroom television system, for example, demands very little preparation time, so the session can occur a week or so before the beginning of classes; orientation for a more complex audiographic system should be a few months before classes start. In general, a faculty orientation should include the following elements:

* Introductions to the key personnel
* An explanation of the logistical demands of the system
* A faculty handbook
* Examples of ways to use the system with discipline-specific courses
* An introduction to system operations from both the instructor and student viewpoints
* An opportunity to talk with peers who have already used the sytem successfully
* Hands-on practice with the system

4. Student Training

Failure to train students to use the electronic delivery system, a process frequently overlooked by administrators, can create problems later. Student training involves more than just telling them how to turn on the television receiver or boot up the computer program; it also includes assisting them in mastering the distance learning environment. Since the faculty member is not physically present, students must take even more responsibility for their own learning. They must be more assertive about asking questions, since the instructor cannot see the body language that denotes lack of understanding in a traditional classroom. Students must also take greater initiative in contacting the faculty member for private questions because they cannot simply catch the instructor after class.

Although usually costly and difficult to organize and conduct, face-to-face orientation/training sessions for the students at each of the distant sites are very effective. If these sessions are not possible, however, students can be trained using only the distant technology medium. If the medium is fairly complex, having a technically competent person on-site with the students

during this initial training session may be necessary; if the technology requires only switching on a television receiver, the entire process can be accomplished long distance.

Many of the special tactics used for orientations in the electronic environment apply equally well to situations where faculty, often traditional department-centered individuals, must tailor their specialties for off-campus delivery to experienced adults in corporate or other unique learning environments.

*Encouraging Traditional Faculty To Teach in the Corporate Environment*
(Elizabeth Kirby)

When you must fulfill a corporate contract, selecting appropriate faculty becomes vitally important. Recruitment often cannot be separated from orientation and thus becomes an important part of the process. Cultivating and maintaining cordial professional relations with academic departments are essential. Success in a continuing education program cannot be measured in enrollments alone. The responsiveness and enthusiastic support of academic departments in meeting corporate demands are equally important measures, particularly when coordinators must ask a department head to request that a faculty member tailor a course and then teach it 25 miles from the main campus. Academic departments are most enthusiastic when their objectives and those of their faculty coincide with the corporate objectives. Several strategies encourage and reinforce the mutual benefits.

1. Create Opportunities To Know Faculty

You can become acquainted with faculty through activities such as attending campus functions, volunteering to be a resource for faculty senate commitees, or interviewing faculty for your continuing education newsletter with an emphasis on the ways they teach students at corporate sites. Because faculty usually have a greater interest in their disciplines than they do in the institution, in continuing education, or in a given corporation, you should emphasize the opportunities for faculty to heighten their knowledge, experience, and academic profile through these corporate teaching experiences.

2. Identify Faculty Who Meet Corporate Demands

You must often go through additional steps in the screening process when selecting faculty to teach at corporate sites. Arrange to meet individually with each faculty member identified by the academic unit. Many faculty are independent entrepreneurs eager to solidify the fact that this corporate opportunity is a university-sponsored activity. During the meeting

you can also clarify the function of your administrative unit as the primary liaison between the academic unit, the faculty member, and the corporate class.

3. Seek Out Departments With Clear Objectives

Look for academic units that are in the spotlight with ambitious agendas to accomplish. Your support and assistance will hit a responsive chord. Will your program opportunity coincide with the arrival of a faculty "star" who wants to make a mark? Has the department been designated a center of excellence with new resources, a new building, or a newly approved degree? Will the opportunity to teach a corporation provide recognition and documentation useful for tenure reviews?

4. Research Market Demand for Potential Programs

Following a hunch may pay off on occasion, but academic departments will be far more responsive to substantiated market research. Study classified advertisements to determine what career specialties or job skills are in demand. Contact employers in geographical areas where regional populations might be better served at a corporate site to discuss their needs, particularly in light of the subject areas you have already identified.

5. Provide Financial Incentives for Department Heads or Individual Faculty Members

Expand your reward options. For example, you might be able to offer tenured faculty members the opportunity to teach the challenging adult students at corporate locations if you pay adjunct lecturers to assume the former's on-campus undergraduate teaching responsiblities. Build into the budget for large corporate programs the ability to support a graduate assistant, provide administrative staff, or purchase special equipment that will enable the program to run smoothly. Provide indirect financial incentives by subscribing to publications, offering professional memberships, or paying travel expenses to national conferences relevant to your programs.

6. Provide Incentives that Advance Recognition

Most institutions evaluate faculty in terms of teaching, research, and service. Demonstrate that teaching in unique environments allows faculty members to try new program ideas or design new teaching techniques. Arrange research opportunities that will allow faculty members to gather or test data, use state-of-the-art equipment, or collaborate with nonacademic researchers in private or public enterprises. Showcase service to the university community by acknowledging the contributions of faculty in public, in

print, and in person.

*Preparing Faculty By Providing Administrative Support* (Emily Huebner)

Effective administrative support is a key element in preparing faculty to teach at corporations. Faculty away from campus assume a greater burden of administrative responsiblity. They represent the university to off-campus students, providing the closest links they have. If books are late or registrations snarled, the faculty member may well suffer the outrage of students who would direct their anger to another, more appropriate person if they were taking courses on campus. Faculty need administrative support in order to do what they do best--teach.

Here are some steps you can take to ensure that a faculty member's first class at a corporate site proceeds smoothly.

1. If the class is tied to a specific company or organization, arrange for the faculty member to meet with key corporate personnel prior to the first class session.

2. During on-site registration, corporate employees should receive basic information including the name, office, and telephone number of persons to contact regarding adminstrative problems. Emphasize that the faculty member is not an appropriate alternative. These students should also be given information about university requirements, including:

* A schedule of important institutional dates or deadlines
* Procedures for dropping and adding courses
* Arrangements for paying fees and tuition

Ask to have a representative from the corporation present to answer questions about company policies concerning educational programs and tuition remission.

3. Give faculty members as much information as possible about the corporate students attending their class. You could provide general information about the company, including its future plans, and the job categories of the students. The corporation might even be willing to collect or provide appropriate student data or work samples.

4. Discuss with faculty their preferred room configurations and any requested equipment such as overhead projectors. Do your best to see that on-site coordinators meet these requests. Corporation classrooms usually have ideal flexibility and superb audio-visual resources.

5. Be certain that faculty members know precisely how to reach their

classrooms. Provide accurate directions to the site from the campus or the instructor's home, and make any necessary arrangements for special parking or passes. Offer practical suggestions about travel logistics, if needed. Ask the corporation to prearrange security clearances for instructors.

6. Offer as much assistance as possible with supplementary course material, particularly when dealing with "star" faculty. Type handouts or locate equipment that will result in a high-quality final product or presentation. The company may wish to make the materials more corporate-specific by producing them on their own equipment or using their corporate paper stock. Some companies are also willing to arrange for the long-term loan of equipment that will enable the faculty member or produce corporate-specific material.

7. Order textbooks well in advance, and arrange for their sale on-site prior to the first class. Sometimes you may be able to bill the company directly for books, or the company will assume responsibility for billing the students. If books are unavoidably late and you have already complete prepayment arrangements, you may need to ask faculty members to deliver texts to students at the site. Avoid asking them to collect any money.

8. If, as often happens, a corporate officer will introduce the faculty member to the class, provide this person in advance with an introductory biography highlighting academic and personal achievements.

9. Keep communication lines open throughout the semester. In particular, remember to pass along any positive feedback.

10. Develop an evaluation instrument to survey corporate students early in the term, making certain that faculty members are aware of the procedures. Share the results with them, discussing any relevant program changes suggested by the data. Recommended changes might include curriculum content, logistics, or teaching techniques. Early evalutaion and subsequent adjustments ensure that the class is meeting both corporate and academic standards and expectations. Surveys completed at the end of class, including the standard university evalutations, are useful for future planning, but they cannot address the needs of the current corporate client.

Teachers have sometimes been described as gardeners who nurture students and take pride in their eventual flowering. Continuing education professionals have significant roles to play in this complex process. Preparations on every level will have an impact on the facutly member's success. Well-organized, well-developed, "people-directed" orientations can provide instructors with the tools and the know-how to cultivate the brightest blooms in these far-flung, rich, sometimes exotic classrooms.

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# Working with Traditional Faculty in a Small Liberal Arts College

by

Alan G. Heffner

The decline in the supply of college-bound eighteen year-olds and the increased demand for college courses by nontraditional students, have greatly enhanced the strategic role of continuing education programs in most colleges, and perhaps particularly so in small, private liberal arts colleges.

These small colleges often receive little or no state financial support, and are very tuition dependent for survival. For many, expanding (or initiating) their continuing education program takes on strategic significance in the struggle to survive in a changed environment. To successfully meet the needs of nontraditional students for college courses at nontraditional times and often in nontraditional locations, the continuing education administrator requires the cooperation of the college's 'traditional' faculty (i.e., full-time, tenure-track faculty).

Promotion and tenure for traditional faculty in a small college are often based upon teaching and "service to college and community," rather than research and scholarly publication. In such an environment it would seem that the faculty would welcome additional opportunities to be of 'service' by teaching courses for the continuing education program. Ironically, there frequently is as much resistance in these small colleges to teaching for the continuing education program as there is in a large research-- and publication--oriented insitutuion.

The consequences of attempts to expand the student (tuition) base by expanding continuing education programs are not equally distributed across all disciplines in a small college. Observations of these efforts reveal conflicts between traditonal faculty and continuing education administrators, and interesting differences between disciplines.

The budget resources of traditonal liberal arts departments are most threatened by declining enrollments of traditional students. With a surplus of faculty in relation to traditional student demand for their courses, they might benefit the most from the opportunity to offer courses to new audiences. Yet, they also seem to be those faculty most resistant to teaching nontraditional students.

Business-related disciplines with growing enrollments of *both* traditional and nontraditional students tend to have faculty less resistant to teaching -- and more understanding of -- the nontraditional student. Yet, these

departments ususally have the least number of available faculty to meet the demand for their courses.

Regardless of discipline and supply-demand characteristics, the negative perceptions traditional faculty and continuing education administrators have of each other are remarkably consistent and an impediment to a collaborative relationship. For example, the faculty are perceived as aloof, ivory-tower intellectuals resistant to change. The continuing education personnel are frequently viewed as slick sales- persons who offer academically weak, gimmick-oriented programs.

To establish the basis for a cooperative, productive relationship between traditional faculty and continuing education administrators operating in small liberal arts colleges, several strategies are suggested.

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# Working with Faculty in a Research Institution

by

Mark S. Neustadt

There is no simple formula for involving traditional faculty in continuing education. At many institutions there are strong disincentives to their involvement: neither their careers, nor necessarily their status, are advanced by participation in continuing education programs. A basic task of recruitment is simply generating enthusiasm among traditional faculty for the rewards of continuing education.

It is useful for the continuing education administrator to appreciate the structural impediments to faculty participation in continuing studies. At a research institution, such as Johns Hopkins, promotion largely depends upon an academic's scholarly accomplishments as assessed by his peers in the scholarly community at large. He or she may get little credit for participation in local university life on any level. The separation of an academic's professional life from the local community may be perceived by the administrator as selfishness or extreme self-promotion on the part of the academic. But in fact the academic concerned about success has little choice but to favor his national and international circle of scholarly peers over his local community. In some cases, the bifurcated social existence of the academic produces feelings of frustration and anomie. The continuing education administrator can address these feelings and sometimes help to overcome them, but only if he or she understands the stresses inherent in a contemporary academic's professional existence.

The administrator must also be sensitive to the stages of an academic career. It is rarely productive to approach a junior faculty member captivated by an upcoming tenure decision, or preparing the manuscript of his or her first book, to participate in continuing education programs. The administrator who mistimes his or her approach will be perceived as insensitive and crassly entrepreneurial. On the other hand, after the manuscript has been sent-off, or tenure won, an academic may be eager for the change of pace continuing education provides.

There are other ways in which continuing education administrators can link-up with the career objectives of academics. The flexibility offered by continuing education programs may be used by academics to experiment with new ideas or formats that cannot be incorporated into their regular teaching. Collaborative programs permit academics contact with their peers at other institutions or outside the confines of academia. Conferences allow academics to assemble an impressive group of scholars to address a selected topic.

The general rubric for a continuing education administrator is to participate in the life of his or her institution. If he or she feels no sympathy for the academic lifestyle, he or she will hardly be able to contribute constructively to his or her university. At the core of the university are professional thinkers who have opted for the contemplative life over the active. We cannot (and should not) hope to shake them from this commitment, only to assist them in sharing the fruits of their work with the widest possible audience.

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# Working With Traditional Faculty to Develop Conferences and Institutes

by

Carol D. Holden

The Division of Continuing Education in a university or college setting has a very unique opportunity to involve the traditional faculty in continuing education programs via conferences and institutes. These non-credit programs should be designed to reflect the particular academic strengths of the institution (whether primarily a research or a teaching institution) and should be designed to showcase individual faculty members. The increase in visibility for the continuing education division is usually considerable and the faculty nearly always have a positive experience with the staff and the conference program. Successful conferences and institutes depend on special people with specific skills. This presentation will highlight the skills and aptitudes necessary for successful conference planning and coordination and will address certain key issues in how to work with traditional academic faculty.

*Skills and Aptitudes Required for a Professional Conference Coordinator*

1. Budgeting and financial management skills are a must for a professional conference coordinator. Failure to design a working budget until after the program planning takes place is often fatal. Marketing strategies and program development go hand-in-hand with budget development. One must continually link the program and the financial expectations of all parties when in the program planning phase. Nothing is more horrible than discovering too late that everyone has been making different assumptions about the financial risks of the program. (Every program is risky--the special skill needed for the conference coordinator is to be able to minimize risk and maximize potential.) A successful budget is analogous to a detailed road map. A happy journey is the desired outcome.

2. Program development skills are absolutely necessary for the successful conference coordinator. These skills include the ability to imagine a

program in its entirety and communicate this vision to the prospective faculty sponsors. The complete conference includes more than plenary sessions with concurrent sessions and coffee breaks. It includes the whole picture from the moment the marketing piece or advertisement reaches the potential attender. This is the most creative aspect of conference planning and the most personally rewarding. In this phase of planning the continuing education staff must lead and shape the thoughts and desires of the traditional faculty. Sometimes this role takes on a reality check function. A few faculty members are so creative that they must be brought back to the realities of the budget planning schedule and resource limitations to insure a successful outcome. In the role of program developer the conference coordinator must stimulate discussion, allow brain-storming, explore many possibilities, encourage imaginative and creative ideas and expand the horizons of the faculty members. However, they must deliver on promises and must not betray the trust placed in them by the faculty member.

3. Negotiation is a key skill required by all conference coordinators. Whether working with faculty or with hotels and food vendors or printers and artists, one must be able to make compromises and trade-offs without sacrificing quality or self-esteem. One must cajole and entice, yet sometimes be very unyielding on key points. The quality of the program should always be the main consideration in all negotiations. One key thing to remember is that you can't afford to kill the suppliers or the faculty in the negotiation process. You may have to work with them again. Try to reach a win-win solution when you are in the negotiation role.

4. Administrative or management skills are essential. Conferences which have excellent programs and good budgets sometimes still fail because too many details are overlooked. Concern for the small detail will communicate to the faculty and the attenders alike that you are a professional and to be trusted. Often the only thing that spearates faculty from continuing education staff is the willingness to monitor the many small details during a conference.

5. Grant writing and fund raising skills are often required as the faculty member and the conference coordinator work together to find ways to finance the academic conference. Increasingly, conferences depend on outside funding in addition to the registration fees generated by conference participants. Especially in the case of complex academic research conferences with heavy speaker honoraria and travel expenses, external funding is a must. Locating possible funding sources or co-sponsors is becoming a routine activity in conference planning. Conference planners must be willing to work with faculty in producing grants and must be willing to conduct preliminary investigations in order to produce enough subsidies to support the research conference.

The rewards which come to the conference coordinator as a result of planning academic research conferences with traditional faculty are many. The continuing education unit will gain credibility with the academic departments and will come to appreciate the value of the academic faculty as they work together. Faculty members almost unanimously enjoy the conference experience and come to value the continuing education staff as professionals and colleagues. In addition, if there are surplus monies to share, academic departments and deans are eager recipients. I have found that the conference publicity is a recruitment tool for the university, the exposure which results from making presentations helps the faculty members, and the surplus monies, if any, are always appreciated. I have also found that very often money is not the key incentive or reward for faculty and departments. Especially in smaller schools, exposure is very important and high-quality academic conferences and institutes help promote the academic mission of the university. That should be the overriding goal of the continuing education unit.

*Skills and Competencies Needed by the Professional Conference Coordinator*

To carry out the many roles described in this paper, the professional conference coordinator must have sufficient skills in a number of areas. These skills may be sharpened through professional development while the coordinator is working, but most should have been acquired before assuming the position.

* The professional needs skills in planning a needs assessment. The several ways to carry out this task should be familiar to the coordinator and the methods of data analysis must be understood. This means that the professional conference coordinator must have a basic understanding of computer technology and simple statistics.

* The professional needs a working knowledge of group dynamics to function well when working with planning committees. How and when to assume certain leadership roles is essential in getting committees to develop an effective action plan.

* The professional must be able to make decisions that affect the outcome of the conference, whether those decisions are regarding the finances, the program content, or the site selection. The most crucial decision that must be made is whether or not to hold the conference in the first place.

* The professional coordinator must have a working understanding of budgets. Building a realistic budget at the beginning of the planning stages is perhaps *the most important facet* of the job.

* The professional conference coordinator must be able to handle many details and balance the several roles of the position. When managing a conference on-site, the professional must attend to a number of details and aspects of the conference simultaneously. For some people, this is a frustrating aspect of conference work. For others, this is challenging and exciting.

* The professional must have excellent human relations skills. A conference coordinator works with people and markets the programs to people. Coordinators deficient in this area will surely be less happy and probably less successful than those with good skills in human relations.

* The professional must have some broad knowledge of academic disciplines. To work well with planning content, the professional conference coordinator needs to know whether these programs are educationally sound or not. It is much easier to work as an equal and with confidence if there has been some academic preparation for this role.

* The professional will be motivated to upgrade and improve his or her own skills periodically. In a field that is growing as rapidly as adult continuing education, professionals should acquire new skills and take time for personal professional development. The coordinator who believes this is important will bring more enthusiasm and professional expertise to the organization.

* The professional coordinator will have excellent communication skills to work with planning groups, the individual participants in the programs, the vendors, the speakers, and the members of the organizational team. Good writing and speaking skills are very important in this job.

* Finally, a successful conference coordinator needs energy and an optimistic point of view. These traits are communicated to the clients and the participants and can make all the difference in the overall ambience of the programs.

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